DOCUMENT RESUME

ED 037 515 UD 009 773

AUTHOR	Holmes, Fred E.; Vining, Ward M.
TITLE	Colorado Annual Evaluation Report, Title I (Public Law 89-10), Fiscal Year 1968-69.
PUB DATE	69
NOTE	27p.
EDRS PRICE	EDRS Price MF-$0.25 HC-$1.45
DESCRIPTORS	*Academic Achievement, American Indians, Child Welfare, *Compensatory Education, Delinquents, *Disadvantaged Youth, Dropouts, Federal Programs, Handicapped Students, Language Arts, Mathematical Experience, Migrant Children, Program Evaluation, *Reading Improvement, Underachievers
IDENTIFIERS	Colorado, *Elementary Secondary Education Act Title I Program, ESEA Title I Programs

ABSTRACT

Information included in this report consists of a breakdown of fund allocations to local and state institutions whose programs aimed at the following areas: compensatory education, handicapped children, American Indian children, migrant children, delinquent children, and neglected children. Charts show the number of children by grades participating in the programs, incidence of State Education Association staff visits, and lectures and consultations on program planning, development, and evaluation. Educational achievement was determined by two statistical measures: (1) reduction in the number of students scoring below the 25 percentile in the annual testing program and, (2) the increase in standard score means of pre-test and post-tests. Charts depicting increase and decrease in achievement in reading, language arts, and mathematics are also provided. Appendix gives data on dropout rates. (KG)

ED037515

TITLE I
(Public Law 89-10)

COLORADO ANNUAL EVALUATION

REPORT

Fiscal Year 1968-69

Prepared by

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UD 009773

Colorado Department of Education

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Denver, Colorado

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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FOREWORD

by

Dr. Byron W. Hansford

The Congress of the United States appropriated over one billion dollars in fiscal year 1969 under the authority of Title I of the Elementary and Secondary Education Act of 1965. This was the fourth consecutive year that funds have been made available to local education agencies for the education of children defined in Public Law 89-10. Colorado's share of the Title I appropriation was over eight million dollars. While most of the Title I activities during the school year were conducted by school districts for educationally disadvantaged children, many specialized programs were operated for children of migratory agricultural workers, physically and mentally handicapped children in state schools, and neglected and delinquent children in institutions.

The following summary is a report to the people of Colorado and to the Congress of the United States on the effect Title I has had on the educational achievement of over fifty thousand children in the State of Colorado. Additional information such as the common characteristics of the most successful Title I programs in the State and a comparison of school dropout rates in a sample of high schools is also included. All information for this report is provided annually by participating local school districts and the Division of Title I in the Colorado Department of Education.

We believe that those persons interested in the education of all children in Colorado will profit from the information contained in this summary and will be better able to determine the accountability of Title I of the Elementary and Secondary Education Act.

PREFACE

Title I of the Elementary and Secondary Education Act (ESEA, Public Law 89-10, 1965) provided federal funds for educational programs designed specifically for students living in areas with a high concentration of low-income families. The fundamental purpose of the Act was to improve the educational opportunity available to the children of low-income families.

The State's program was initiated in the 1965-66 school year in the middle of the curriculum revolution among educators and the social revolution among city dwellers across the State. Considerable knowledge and insight were gained during the first year concerning the educational needs of disadvantaged children. With the needs of children well established during the first year, school districts continued to implement programs thereafter, each year gaining confidence in their ability to personalize the education of nearly 50,000 Title I children.

Evidence of educational benefits, in terms of improved educational opportunities, increase in levels of academic achievement, and positive changes in attitude toward schools are accumulating at a commendable rate.

The Elementary and Secondary Education Act specifies evaluations are to be made at four different governmental levels - local, state, U.S. Office of Education, and a National Advisory Council on the Education of Disadvantaged Youth. The FY 1968-69 Title I projects have been evaluated by the local educational agencies and the Colorado Department of Education and are now on file in the Division of Title I. Additional information collected by the Division of Title I from local educational agencies, from other divisions at the Department, and from bureaus of educational research completes the required Annual Evaluation of Title I in the State of Colorado.

I. STATE ANNUAL EVALUATION

The Division of Title I, Colorado Department of Education, approved a total of 168 projects, including 127 projects for local educational agencies for disadvantaged children, 8 projects for State institutions, and 33 projects for children of agricultural migrants.

Number of Projects	Type of Program	Allocation	Expenditures
119	Compensatory Education	$7,174,694	$7,111,714
6	Handicapped Children	668,081	655,164
1	Indian Children	20,340	20,340
33	Migrant Children	904,923	698,783
1	Delinquent Children	137,159	137,159
1	Neglected Children	28,876	28,876
161	Total	$8,934,073	$8,652,036
	State Administration	$ 150,000	$ 150,000

Summary Statistics of Title I Program in Colorado:

The Division of Title approved a total of 119 projects for $7,174,694 to serve the needs of 37,253 public and 2,252 non-public school pupils in public and non-public schools across the State of Colorado Local Education Agencies (L.E.A.'s) operated 62 projects during the regular school term only, 5 projects during the summer term only, and 52 projects in both regular and summer terms. Of the total 181 school districts in Colorado 171 participated in compensatory education programs. 6 percent of the districts did not participate for some or all of the following reasons:

1. Did not have the minimum number of economically disadvantaged pupils. There are 9 small districts in the State with individual pupil memberships varying from a low of 19 to 97. Many of these did not meet the minimum number criterion.
2. The district's Title I allocation was small and its geographic isolation precluded entering a cooperative program with a neighboring district. The existence of some small school districts is an administrative necessity.

Basic Statistical Information

A. There are 181 local educational agencies in Colorado

B. Number of L.E.A.'s participation in Title I activities in FY 1968-69:

1. During regular school term only 62
2. During summer school term only 5
3. During both regular and summer terms 52

C. Number of Title I projects operating in FY 1968-69 was 136. (Includes 6 under P.L. 313 and one each for B.I.A., neglected and delinquent children.)

D. Unduplicated count of Title I pupils by grade:

Grade	Public School Pupils	Non-Public School Pupils	Total	% Participation
Pre-K	337	0	337	.8
K	1,452	14	1,466	3.7
1	3,606	131	3,737	9.5
2	3,990	241	4,231	10.7
3	3,674	309	3,983	10.0
4	2,972	276	3,248	8.2
5	2,687	289	2,976	7.5
6	2,553	280	2,833	7.2
7	3,202	183	3,385	8.6
8	3,092	166	3,258	8.3
9	3,138	102	3,240	8.2
10	2,515	75	2,590	6.6
11	2,458	49	2,507	6.4
12	1,574	138	1,712	4.3
Regular Term	37,250	2,253	39,503	100 %
Summer Term	12,668	1,184	13,852	
	49,918	3,437	53,355	

Total Title I Expenditures ---------- $7,111,714

Total Number of Pupils ---------- 53,355

Average per pupil expenditure ---------- $ 134

II. SEA TITLE I STAFF VISITS

Title I projects were visited in FY 69 by the staff as indicated below:

PURPOSE	NUMBER OF VISITS	% OF TOTAL VISITS	NUMBER OF PROJECTS VISITED
1. Project Planning	157	36.3%	66
2. Program Development	50	11.6	52
3. Program Operation	116	26.9	91
4. Evaluation	80	18.5	95
5. Other*	29	6.7	17
Total	432	100 %	321**

* Refers to speeches, lectures, teacher inservice, and taking photographs.

** Since there were 119 projects in FY 69, many projects were visited several times.

The eight SEA consultants in Title I visited projects all across the State. Large school districts were given attention according to their needs. Small districts needed SEA assistance in all phases of program operation, planning, and evaluation. The staff made a total of 432 visits to 127 projects, more than 90% of which were visited two or more times. The length of visits varied from a minimum of two hours up to a full day. Many local educational agencies requested additional visits from the staff for assistance in program planning and evaluation.

While only 11.6% of the visits concerned program development, it was in the area of developing Cooperative Title I programs that success was most evident. A complete explanation of the development of cooperatives, their scope, and general operation is contained in the next section of this report.

III. PROCEDURES TO IMPROVE TITLE I PROGRAMS

A booklet, entitled Guidelines for Title I, ESEA, was compiled by the Division of Title I and distributed to all participating local educational agencies. The guidelines contained comprehensive explanations regarding: (1) purpose of the state and federal programs, (2) criteria for approving project applications and school district eligibility, (3) program evaluation, (4) fiscal administration, and (5) information dissemination.

The development of Title I Cooperatives proved to be an appropriate response of many rural small school districts to their particular needs. Eleven of the 119 Title I projects approved for school districts were for cooperative programs among varying numbers of adjacent school districts.

	NAME	NUMBER OF DISTRICTS	AMOUNT-FUNDS
1.	Arkansas Valley Cooperative	7	$218,992
2.	Baca County Cooperative	5	34,542
3.	Elbert County Cooperative	3	11,577
4.	Kit Carson Cooperative	6	31,119
5.	North Eastern Colorado Cooperative	11	113,998
6.	Routt County Cooperative	4	35,631
7.	San Luis Valley Cooperative	8	324,563
8.	Tri-County Cooperative	4	24,846
9.	Tri-Valley Cooperative	4	8,191
10.	Weld County Cooperative	5	132,455
11.	Pikes Peak Cooperative	7	8,760
	Totals	64	$944,674

Through Cooperative Title I programs sixty-four relatively small school districts pooled their funds, totalling $944,674 to form the eleven separate programs listed above. The near million dollars of Title I funds represent only one-fourth of the total cost of the cooperative programs and services brought to the participating districts. Stated another way, the one million dollar investment of Title I money generated more than three millions of dollars for cooperative instructional and service activities. The cooperative effort in many cases was a component of the several Boards of Cooperative Educational Services (BOCES) operating in Colorado. Where cooperative projects were instituted, outside the legally constituted BOCES, the participating local educational agencies were required: (1) to

authorize the release of its Title I funds to one of the districts as a designated administrator of the cooperative program, (2) appoint a representative, usually the superintendent from each district, to the Executive Committee of the cooperative, and (3) establish a procedure for the separate accountability of all funds contributed by the local educational agencies. Within this framework, cooperative projects follow the guidelines of Title I under the legislation and to the same extent as individually conducted projects.

Local educational agencies were required to submit a preliminary application in the spring of fiscal year 1969. The preliminary applications were given tentative approval before the beginning of the 1969-70 school year. It should be made clear that tentative approval was not automatic or routine. The submission of a preliminary application was viewed as an administrative convenience which permitted local educational agencies to anticipate their project needs, particularly regarding personnel, and enable the Division of Title I to review the content and determine the adequacy of the proposal. Final approval of the complete application is contingent upon receipt of appropriate forms.

Once each month an information newsletter, entitled "Info", is produced and sent to all educational agencies and interested persons - including school boards and community action agencies - in the state. The mimeographed letter contains information concerning legislation, reports, deadlines, procedures, an exemplary project of the month, and other items of interest. (See Appendix)

B. Evaluation

During the year, the principal program evaluator conducted eight workshops on "How to Evaluate Program Objectives" for local educational agencies across the state. The most common request came from small school district superintendents who needed assistance in designing a procedure for evaluating affective types of objectives. The area of attitudes, interests, and self-concept of students, teachers, and administrators appeared to present some difficulty to project directors. The purpose of evaluation workshops was to train local district people in the techniques of attitude assessment - particularly the method used by Osgood, Tennenbaum and Suci.

The evaluation workshop has grown in popularity among local agencies and requests for this service, on a local district basis, are increasing. Such workshops for teachers and administrators are presently scheduled on a full calendar several months ahead.

C. Participation of Non-Public School Children

During FY 69, non-public school children participated in over 85% of all Title I instructional activities and 100% of the service activities. Three instructional areas did not show non-public school participation, viz., Business Education, Home Economics, and Industrial Arts.

A total of 3,437 non-public school pupils took part in summer and regular term programs. Reading instruction was provided for 1,776 pupils; language arts for 579; and 547 pupils received instruction in health and physical education. Nearly all summer term pupils, 1,123 out of 1,184

took part in service activities provided by 55 Title I projects. Four service areas, viz., clothing, dental, speech therapy, and special services for the handicapped, did not have non-public school participants during the summer term.

IV. Effect Upon Educational Achievement

A. The educational achievement of pupils in Title I programs is determined on the basis of two pieces of statistical information, viz., (1) reduction in the number of pupils scoring below the 25% - tile (Q-1) in the annual testing program, and (2) the increase in standard score means on pretest and post-test.

It is, therefore, possible to draw up a listing of academic programs ranked in order of the magnitude of change, both increase and decrease, regarding achievement test data.

The following charts depict these relationships in Reading, Language Arts, and Mathematics.

1. ACHIEVEMENT IN READING (N=20,340)

	Rank * % Change Below Q-1	Number of Pupils	FY 69 Project Number	Mean Change in T-scores	Average P.P.E. **
Top	No. 1	60	69-014	10.0	$ 166
Five	No. 2	370	69-037	.7	332
Projects	No. 3	500	69-036	4.2	184
	No. 4	109	69-027	2.9	146
	No. 5	1,163	69-008	4.1	209
			Average	4.4	Average 207
Middle	No. 19	1,824	69-002	2.0	$ 197
Five	No. 20	1,441	69-005	2.5	150
Projects	No. 21	126	69-023	1.9	173
	No. 22	644	69-060	4.0	191
	No. 23	116	69-072	2.7	142
			Average	2.6	Average 170
Bottom	No. 38	129	69-048	.8	$ 208
Five	No. 39	609	69-013	-2.3	165
Projects	No. 40	64	69-020	-1.2	131
	No. 41	590	69-006	-1.3	37
	No. 42	40	69-106	-2.4	71
			Average	-1.3	Average 122

* Q-1 is the lowest quartile (25%) of the distribution scores. Per cent change is the change in proportion of pupils who scored below Q-1 on the post-test. (Example: Project ranked No. 1 had the greatest reduction in the number of pupils scoring below the 25%tile.)

** Average P.P.E. - average per pupil expenditure from Title I funds. (Allocation ÷ Pupils = P.P.E.)

2. ACHIEVEMENT IN LANGUAGE ARTS (N=11,403)

	Rank * % Change Below Q-1	Number of Pupils	FY 69 Project Number	Mean Change in T-Scores	Average P.P.E.**
Top	No. 1	187	69-121	1.9	$ 314
Three	No. 2	109	69-027	3.2	146
Projects	No. 3	107	69-074	2.0	148
				Average 2.4	Average 202
Middle	No. 5	407	69-039	.4	$ 207
Three	No. 6	12	69-111	4.5	146
Projects	No. 7	185	69-075	4.2	210
				Average 3.0	Average 187
Bottom	No. 9	13,325	69-040	-2.4	$ 167
Three	No. 10	310	69-045	-3.0	114
Projects	No. 11	95	69-089	-1.7	283
				Average -2.4	Average 154

*Q-1 is the lowest quartile (25%) of the distribution of scores. Percent change is the change in proportion of pupils who scored below Q-1 on the post-test. (Example: The project ranked No. 1 had the greatest reduction in the number of pupils scoring below the 25%-tile.)

**Average P.P.E. - Average per pupil expenditure from Title I funds. (Allocation ÷ pupils = P.P.E.)

3. ACHIEVEMENT IN MATHEMATICS (N=8,070)

	Rank * % Change Below Q-1	Number of Pupils	FY 69 Project Number	Mean Change in T-Scores	Average P.P.E.**
Top	No. 1	500	69-036	6.9	$ 184
Five	No. 2	2,489	69-092	4.6	139
Projects	No. 3	94	69-109	6.1	141
	No. 4	1,824	69-002	3.5	197
	No. 5	129	69-047	.9	313
				Average 4.4	Average 194
Middle	No. 9	1,163	69-008	1.0	$ 197
Five	No. 10	600	69-031	.5	308
Projects	No. 11	35	69-038	.7	297
	No. 12	13,325	69-040	1.3	167
	No. 13	109	69-027	.9	146
				Average ~~X~~.9	Average 223
Bottom	No. 17	310	69-045	.5	$ 114
Five	No. 18	500	69-082	-1.0	105
Projects	No. 19	14	69-099	-2.6	156
	No. 20	215	69-024	1.1	258
	No. 21	168	69-067	-1.1	185
				Average ~~-3.1~~ -.6	Average 163

*Q-1 is the lowest quartile (25%) of the distribution of scores. Percent change is the change in proportion of pupils who scored below Q-1 on the Post-test. (Example: the project ranked No. 1 had the greatest reduction in the number of pupils scoring below the 25%-tile.)

**Average P.P.E. - Average per pupil expenditure from Title I funds. (Allocation ÷ pupils = P.P.E.)

B. Common characteristics of most successful programs in Reading, Language Arts, and Mathematics:

1. Cost by Average Per Pupil Expenditure

a. Reading ----------$207

b. Language Arts ---------- 202

c. Mathematics ---------- 194

Total $603 Average Per Pupil Expenditure $201

2. Project Duration

a. Reading ---------- 11.8 months

b. Language ---------- 10.0 months

c. Mathematics ---------- 11.0 months

Average 10.7 months

3. Testing Program

a. Pretest administered in September

b. Post-test administered in May

C. Program Effectiveness Related to Cost

The evidence presented by ranking projects according to academic achievements indicates that a P.P.E. of more than $200 correlates with successful programs in reading, language arts, and mathematics. Other information which associates pupil participation and cost with instructional and service activities is contained in the Tables that follow.

FY - 1969

PUPIL PARTICIPATION * IN

INSTRUCTIONAL ACTIVITIES AND COST

Activity	Grade Span 1-6	Grade Span 7-12	Non-Public Pupils	Total Pupils	Cost (Est.)
Art	1,287	746	163	1,901	$ 17,500
Bus. Educ.	27	1,913	-	1,940	33,997
Cult. Eur.	6,086	2,971	415	9,472	142,771
Eng. Read.	14,503	5,168	1,930	21,596	2,035,127
Eng. 2nd Lang.	166	8	10	184	33,152
Eng. Speech	594	613	11	1,218	68,495
Eng. Other	4,634	4,914	579	10,127	468,936
Foreign Lang.	25	58	83	166	464
Health/P.E.	3,425	848	547	4,820	71,666
Home Economics	27	106	-	133	7,900
Ind. Arts	428	323	11	762	14,011
Math	3,332	4,409	332	8,073	277,478
Music	1,422	257	240	1,919	15,633
Nat. Science	3,238	939	212	4,389	94,393
Soc. Science	3,440	4,016	279	7,735	176,075
Voc. Educ.	1	1,385	49	1,435	110,624
Handicapped	3,399	963	56	4,418	580,430
Other	1,200	6,767	103	8,070	177,624
Pre-K/K	--	--	-	746	145,648
				Total	$4,471,924

* Some students were counted more than once.

FY - 1969

PUPIL PARTICIPATION IN

SERVICE ACTIVITIES AND COSTS

(Some students were counted more than once)

Activity	Grade Span 1-6	Grade Span 7-12	Non-Public Pupils	Total Pupils	Cost (Est.)
Attendance	1,734	309	215	2,260	$ 12,722
Clothing	122	41	-	164	620
Food	2,033	963	217	3,213	14,411
Guid./Coun.	723	1,027	35	1,735	41,505
Dental	1,631	365	10	2,006	23,838
Medical	1,304	309	24	1,637	23,377
Library	715	158	52	925	8,304
Psycho.	664	279	39	982	26,917
Soc. Work	2,271	757	173	3,201	33,115
Speech Ther.	570	149	-	719	40,165
Transportation	2,483	788	381	3,652	38,266
Handicapped	610	166	-	776	765
Other Services	293	20	10	323	4,625
Pre K/K*	--	-	-	588	--
				Total	$268,630

*The costs of services to pre-kindergarten pupils are included in the cost of line items above.

V. COMMUNITY AND PARENT INVOLVEMENT

An important component of program evaluation is the inclusion of parents from the local community. They serve on advisory committees; visit projects on the school site; and assist teachers on field trips, excursions, and in the classroom. Parents who have children with special handicaps, i.e., visually, mentally, or emotionally disturbed, are required to participate in certain aspects of their child's training program. Some parents and other adults from the community are employed as teacher aides and teacher assistants.

VI. INSERVICE EDUCATION

Staff	Number of Staff	Training Hours	Average Hours
Teachers	440	902	2.05
Aides	206	423	2.05
Other	87	462	5.31

VOLUNTEERS PARTICIPATION

Parents	302
Other Adults	120
Youth	100
	522 volunteers in Title I projects

Exemplary Project #69-089 School District #12 Adams County

A locally developed evaluation instrument for parents and volunteers follows this statement.

"During parent visitation to the Title I classrooms and home visitations by the staff, parents were given a locally developed questionnaire relating to their child's progress academically and socially. The majority of parents felt their child had improved.

In reply to the question dealing with the child's attendance in school, all parents stated that the attendance was the same or somewhat improved.

The results of the question concerning the child's feeling about himself showed that several parents felt their child lacked self-confidence. The teachers were not greatly surprised with these results. One of the most prominent problems with students...is their lack of self-confidence.

The questionnaire (see copy attached) also provided an opportunity for the parent to express his opinion on what his child was doing in school. In many cases this was a very informative session. Although many parents simply replied that the Title I program was helping their child, or that they approved of the program, several had definite ideas concerning the influence Title I has had on their child."

Listed are some parental comments:

1. "...I feel that more flexible and individualized instruction would benefit all children."

2. "Duane is doing very well...and likes it very much..."

3. "Title I (teachers) have a way of explaining that seems to get through to my boy."

4. "...Title I has aroused his interest as well as self-confidence. He is improving in other classes outside Title I."

Note: There is an awareness of the need for improving the Parent Questionnaire. This will be attempted in FY 1969-70.

SCHOOL DISTRICT #12

Adams County

PARENT QUESTIONNAIRE

_____ _____
Name of Pupil Date

_____ _____
Parent's Name School

DIRECTIONS: Place an "X" in one box for each question. There are no right or wrong answers.

1. How is your child's attendance this semester?
_____better _____the same _____less _____don't know

2. How is record for being on time this semester?
_____better _____the same _____less _____don't know

3. Is your child improving in his school work?
_____very much _____some _____not at all _____don't know

4. How would you rate your child's performance in school?
_____excellent _____satisfactory _____poor _____don't know

5. How does your child feel about school?
_____likes _____indifferent _____dislikes _____don't know

6. How is your child's health?
_____excellent _____good _____fair _____poor

7. How does your child feel about himself?
_____highly confident _____about average _____poor self-confidence

8. How concerned do you think the teachers and principal at the school are about you and your child?
_____very much _____some _____not at all _____don't know

9. Is the school your child attends doing anything special to help the pupils?
_____yes _____no _____don't know
If yes, what are some of the things the school has done?
_____
_____

10. If you have any comments or opinions on what your child is doing or not doing in school, please tell us.
_____
_____
_____

11. Do you think the special (Title I) class has helped your child?
_____a lot _____indifferent _____none

APPENDIX

TITLE I ESEA INFO

COLORADO DEPARTMENT OF EDUCATION

Volume I, Issue 4 - February 10, 1969

EVALUATION

Evaluation form OE-4375 will be mailed to school districts in the near future. While this form is not due until Sept. 15, it might be reviewed for planning for next year's project.

The State Annual Evaluation Report FY 1967-68 and a statistical summary - "Highlights of Fiscal Year 1968" have been mailed to Title I school districts. It is our hope that both documents will be looked at closely in planning projects for FY 1969-70. We would also urge that you look at your own evaluation reports in planning projects.

* * *

PROGRAM PLANNING

It is not too early to be thinking about and planning summer projects. We would like to see more emphasis on advance or early planning in order that consultants from this Division can sit down with directors and help with project development if there is a need. It is also not too early to be thinking about projects for FY 1969-70 and doing some preliminary planning. This, too, would permit our staff to provide services at the time of planning.

Application forms are now in the process of evaluation and revision. If you have suggestions as to how to improve on these forms, please let us know.

* * *

A Title I Cooperative project has been organized in the Pikes Peak region. Seven school districts in El Paso County which are members of the new cooperative are RJ1, 12, 23 Jt., 49, 54 Jt., and 60 Jt. Dr. Louis Abbott, Director of the Pikes Peak Board of Cooperative Services, will direct this Title I cooperative project. Colorado now has eleven (11) Title I projects involving 64 school districts with an enrollment of over 36,000 pupils.

TITLE I ESEA COOPERATIVE PROJECTS, 1968-69

Cooperative	Districts	Title I Allocation	Total Project Funds	Total Enrollment
Arkansas Valley	7	$209,605	$ 252,370	7,703
Baca County	5	30,483	72,343	1,646
Elbert County	3	10,521	10,521	560
Kit Carson County	6	25,088	57,269	1,938
NE Cooperative	11	98,718	153,040	5,671
Pikes Peak	7	8,038	8,038	2,986
Routt County	4	29,269	50,483	2,042
San Luis Valley	8	291,212	440,977	6,660
Tri-County	4	22,938	34,938	1,103
Tri-Valley	4	8,191	8,191	632
Weld County	5	121,012	248,048	5,581
TOTALS	64	$855,075	$1,373,983	36,522

WALSENBURG NEWSLETTER

The Walsenburg, Colorado schools are doing something about Title I dissemination of information. The Walsenburg Title I staff has done an excellent job in putting together a newsletter. It serves not only as a means of disseminating Title I information, but also to discuss other kinds of programs related to Title I. The newsletter also carries feature stories on special topics, such as Teacher Training, Teaching the Disadvantaged, and What Do High School Students Think About Our Schools?

One very interesting feature in the last issue is a Public Relations information sheet. This, for the purpose of encouraging staff and other personnel to get involved in dissemination of information. A copy of this sheet is attached.

* * *

WHAT ARE YOU DOING?

Please tell us about your current PR activities. Below are several topics. Any materials or techniques which you have on them or other problem areas which will help other school districts in the state, let us know, and we will pass the information on in this bulletin.

1. Internal staff relations
2. Staff publications
3. Working with community groups
4. Crises and conflicts
5. Reporting to parents
6. School boards and PR
7. Working with the Press
8. Radio and TV techniques
9. Films, slides, filmstrips
10. Opinion surveys and feedback
11. Annual reports
12. Speakers' bureaus

REMINDERS...

FUND DISBURSEMENT

LEAs are reminded of the new procedure of fund disbursement. Disbursement as of January 1 will be made on a monthly basis. Refer to memorandum sent by this office dated January 23, 1969. If you have any questions, please call us.

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FINANCIAL REPORT

Final annual financial reports, as well as audit reports, are due as soon as possible after all obligations are liquidated.

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EQUIPMENT INVENTORY

Equipment inventory lists should be submitted with the Annual Financial Report.

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BUDGET REVISIONS

A final reminder is given to LEAs to please submit their revised budgets. It is imperative that we have these revisions for proper reimbursement of funds and evaluation of projects.

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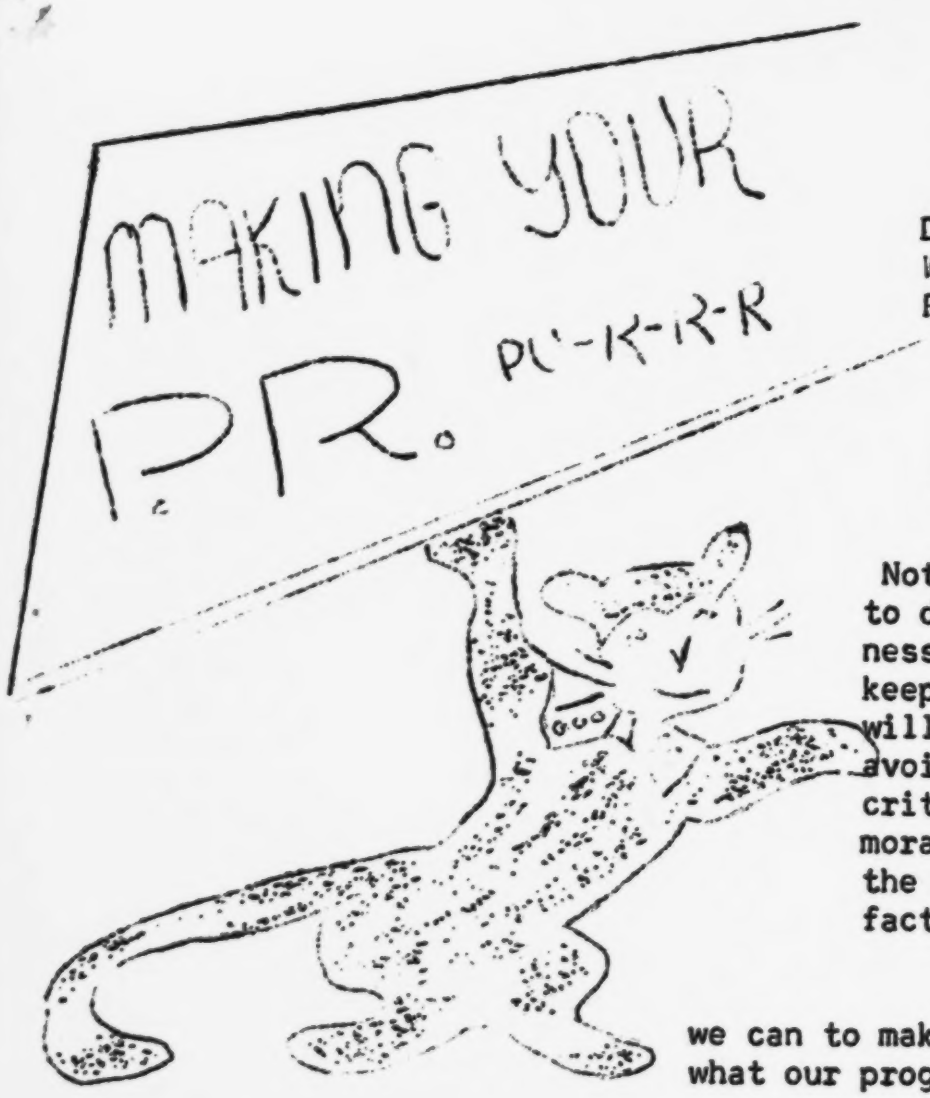
Too often man handles life as he does bad weather. He whiles away the time as he waits for it to stop.

- Alfred Polgar



WHO HAS PUBLIC RELATIONS?

DOGS HAVE FLEAS,
WATERMELONS HAVE SEEDS, AND
RABBITS HAVE MORE RABBITS,

BUT

PEOPLE HAVE PUBLIC RELATIONS WHETHER
THEY LIKE IT OR NOT

Not only their success but peoples' right to do business depends upon constant awareness of the public they serve. They can't keep house without it. Good public relation will make more friends, raise more money, avoid more misunderstandings, eliminate more criticism, secure more support, build better morale, maintain higher performance, and make the daily job more pleasant than any single factor.

WHAT ABOUT TITLE I? Are we doing all we can to make the public aware of what we are doing, what our program is, what we are trying to accomplish?

What is taking place in our classroom or our laboratories that we think is worthy of note and notice? What new things have we come up with? What successes have our students achieved?

We should all try to project the best image of Title 1. The following are acceptable media for consideration:

Publications	newsletters or other periodicals, publications for staff and general public
News Media	Newspapers, news releases, special feature stories, Sunday supplements
Radio	Interviews, special reports, announcements
Seminars, Conferences, Workshops	Discussions of common problems, plans and goals among people concerned with Title 1. Opportunity for teacher-training and community involvement.
Lectures	Provide the opportunity to inform interested groups and persons about Title 1 thrusts, progress and results. Present research studies on problems of the disadvantaged.

Will you cooperate in disseminating information to the public?

Do you have any good ideas? Let us know.

DEFINITIONS RELATED TO THE REPORTING OF DROPOUT STATISTICS

DROPOUT is a pupil who leaves a school, for any reason except death, before graduation (from grade 12) or completion of a program of studies without transferring to another school.

Some specific interpretations of this definition can serve as guides to consistent use of the definition:

a. Pupils who do not attend any school after the summer vacation are counted as dropouts from the grade they would have entered had they returned to school.

b. Pupils who withdraw after completion of Special Education or specialized training programs that culminate in less than twelve years of education are dropouts.

c. Pupils who are committed to mental or correctional institutions that do not maintain educational programs are dropouts. If the institution does maintain an educational program, the pupil is a transfer.

d. Pupils who have prolonged absence due to health reasons and who are not on the school's membership list at the end of the school year are dropouts.

e. Pupils who transfer to educational programs recognized by the local district are not dropouts. This includes pupils who receive home or hospital instruction under the supervision of the school, those who enroll in private or parochial schools, and those who leave school for early admission to college.

f. Pupils who leave school and enter programs that do not normally lead to a high school diploma are dropouts. This includes pupils who enter private vocational schools or the armed forces.

g. Pupils who receive any form of certificate (such as an attendance certificate) or other formal recognition at the end of the 12th grade level are not dropouts.

h. Pupils who are expelled or excluded from school, and who are not included in the school's membership at the end of the school year, are dropouts.

ANNUAL DROPOUT RATE

The annual dropout rate is the percentage of the total membership of a school or school district that dropped out in one year. This rate is a useful research tool, but it is important to note that it does not indicate the cumulative effect of dropout and it is not comparable to national dropout rate figures.

This rate can be figured for special groups of students, such as "ungraded" and Special Education.

A comprehensive explanation of the calculations included formulas and work sheets for making the calculations is available from the Division of Guidance Services in the publication, "Definitions and Calculations for Dropout Studies."

TABLE I

A COMPARISON OF DROPOUT RATES OF TITLE I AND NON-TITLE I HIGH SCHOOLS (10-12) IN SELECTED DISTRICTS AND STATE RATES (10-12)

1965 - 1969

ANNUAL DROPOUT RATE (Percent)		Title I (selected)	Non-Title I (selected)	State
Male	1965-66	14.1	7.5	8.3
	1966-67	13.7	7.8	8.4
	1967-68	12.6	6.9	9.0
	1968-69	12.7	7.9	9.4
Female	1965-66	10.0	4.6	6.1
	1966-67	9.8	4.5	6.0
	1967-68	9.5	4.9	6.9
	1968-69	10.5	4.9	7.1
Total	1965-66	12.1	6.1	7.3
	1966-67	11.8	6.2	7.3
	1967-68	11.1	6.0	8.0
	1968-69	11.6	6.4	8.3

EDUCATIONAL POTENTIAL RATE

Educational potential rate is the percentage of total potential years of education that would be accomplished by pupils from the end of one grade level to the end of some subsequent grade level, under the holding power conditions that exist during one school year.

As an example - one hundred pupils entering a three-year school have a potential of 300 pupil-years of education. An educational potential rate of 90 percent indicates that 270 of the 300 pupil-years of education would be accomplished under existing holding power conditions.

This rate has its primary use in the evaluation of experimental programs designed to increase holding power. If pupils are held in school longer before they drop out, the educational potential rate will change even if the dropout rate does not change.

TABLE II

STATE-WIDE DROPOUT RATES - GRADES 7-12

1968-69

	Projected Minimum - %	Projected Maximum - %	Educational Potential Rate	Annual Dropout Rate
Male	25.8	--	90.3	4.6
Female	20.4	--	92.5	3.6
TOTAL	23.2	24.4	91.4	4.1